


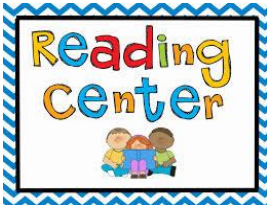
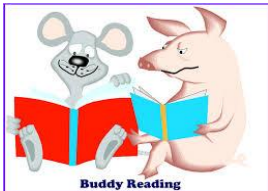













Mrs. Crawley - 1<sup>st</sup> Grade

February 13<sup>th</sup> through February 17<sup>th</sup>

\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:30 Bell Work – take activity from Mon. basket; AR; teacher works with folder friends	8:45 – 9:30 Bell Work – take activity from Tues. basket; AR; teacher works with folder friends	8:45 – 9:00 Bell Work – take activity from Wed. basket; AR	8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends	8:45 – 9:30 Bell Work – take activity from Thurs. basket; AR; teacher works with folder friends
9:30 – 10:00 Read & discuss Ruby Bridges; complete Ruby Bridges mini book	9:30 – 10:00 Read & discuss George Washington Carver; complete George Washington Carver mini book	9:00 – 9:30 Extra PE 	9:30 – 10:00 <u>Phonics</u> - Unit 16 Lesson 5: review on Smart board; complete spelling TB p.56-57 student workbook p.12 words worked on this week; read fluency workbook p.10 <i>(LG – TSW be able to accurately spell open syllable words worked on this week)</i>	9:15 – 9:45 <u>Phonics</u> – Unit 17 Lesson 1: skip to new heart words: take, go, see, could, where & complete practices <i>(LG – TSW be able to accurately read new heart words)</i>
10:00 – 10:30 <u>Math</u> – Subtraction 2 Day 8: Teacher models how to use 3 related #'s in addition & subtraction to complete fact family # sentences using example box; complete 1 & 2 as guided practice; students complete 3 independently as teacher checks for understanding; students will then complete work on back independently (teacher reads story problems) <i>LG – TSW show an understanding of addition &amp; subtraction in related facts to complete a fact family</i>	10:00 – 10:30 <u>Math</u> – Subtraction review using a number line to subtract & Valentine math lessons <i>LG – TSW show an understanding of addition &amp; subtraction in related facts to complete a fact family</i>  Read, discuss, & complete <u>Scholastic News Sending My Love</u> lesson	10:00 – 10:30 <u>Math</u> – Subtraction 2 Day 9: Teacher reviews fact families; Teacher models how to use 3 related #'s in addition & subtraction to complete fact family # sentences using example box; complete 1 & 2 as guided practice; students complete 3 independently as teacher checks for understanding; students will then complete work on back independently (teacher reads story problems) <i>LG – TSW show an understanding of addition &amp; subtraction in related facts to complete a fact family</i>	10:00 – 10:30 <u>Math</u> – Subtraction 2 review; Subtraction 2 assessment: teacher reads instructions as students complete work independently <i>LG – TSW show an understanding of addition &amp; subtraction in related facts to complete a fact family</i>	9:45 – 10:15 <u>Math</u> – Review math work <i>LG – TSW show an understanding of addition &amp; subtraction in related facts to complete a fact family</i> IXL math when completed  10:15 – 10:30 Extra Recess
10:25 Go over centers	10:25 Go over centers	10:25 Go over centers	10:20 Go over centers	10:15 – 10:30 Extra Recess
10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> : 1 <u>Word Wall</u> – complete color by word with sight words (2 students) 2 <u>Spelling</u> - cut, sort, & glue words in abc order (	10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> Centers are the same as Tuesday just switched around so everyone gets a chance to go to each center. Review each	10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> : 1 <u>Word Wall</u> – complete color by vowel sound with sight words (2 students) 2 – <u>Writing</u> – write, illustrate, & color birthday letter for Caden	10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> Centers are the same as Thursday just switched around so everyone gets a chance to go to each center. Review each	10:30 – 12:00 <u>Reading</u> – Reread yesterday's guided reading books & take tests Teacher & assistant will also work with flashcard & folder friends  <u>Read aloud</u> – <i>Duck for President</i> <i>LG – TSW be able to listen when read to.</i> <u>SSR</u> or <u>IXL</u> if done early

<p>2 students)  3 <u>Listening</u> – IXL  (2 students)  4 <u>Word Work</u> –sort long vowel oa &amp; ow words &amp; write on graphic organizer  (2 students)  5 <u>Library</u> – read; test; go to library (4 students)  6 <u>Writing</u> – cut &amp; sort numbers by 5 &amp; glue on sentence strip (2 students)  7 <u>Sorting</u> – Sort letters in Happy Valentine’s Day to make words &amp; write words made (2 students)  (LG – TSW be able to use phonics skills to decode words)</p>	<p>center with students.  6 <u>Writing</u> – make words from the letters in Happy Valentine’s Day (4 students)</p> 	<p>(2 students)  3 <u>Listening</u> IXL (2 students)  4 <u>Library</u> – read, take tests, go to the library (4 students)  5 <u>Sorting</u>– cut &amp; sort words on hearts in abc order  (2 students)  6 <u>Spelling</u>– put together words to make contractions; write (2 students)  7 <u>Word Work</u> – flip a penny &amp; fill in heads &amp; tails graph  (LG – TSW be able to use phonics skills to decode words)</p>	<p>center with students.</p> 	<p>Complete any testing needs; read &amp; complete activity with Clouette from Rooted in Reading</p>
<p>12:00 – 12:30  Lunch</p>	<p>12:00 – 12:30  Lunch</p> 	<p>12:00 – 12:30  Lunch  Cafeteria Duty</p>	<p>12:00 – 12:30  Lunch</p> 	<p>12:00 – 12:30  Lunch</p>
<p>12:30 – 12:50  Recess</p>	<p>12:30 – 12:50  Recess</p> 	<p>12:30 – 12:50  Recess  Recess Duty</p>	<p>12:30 – 12:50  Recess</p> 	<p>12:30 – 12:50  Recess  Recess Duty</p>
<p>12:50 – 1:15  <u>Word Wall</u> – go over words: go over words: large, turned, answer, order, &amp; under; AR; teacher works with folder friends</p>	<p>12:50 – 1:15  <u>Read aloud</u> – <i>Franklin’s Valentine</i>  <i>Mouse’s First Valentine</i>  (LG – TSW be able to listen when read to.)</p>	<p>12:50 -1:20  <u>All About Me for Kash</u></p> 	<p>12:50 – 1:10  <u>Handwriting</u> – Work on writing this weeks letters correctly in words &amp; sentences; AR; teacher works with folder friends</p>	<p>12:50 – 1:10  <u>Handwriting</u> – Work on writing this weeks letters correctly in words &amp; sentences; AR; teacher works with folder friends</p>
<p>1:20 – 2:10  Specials  STEAM</p> 	<p>1:20 – 2:10  Specials  Indian Culture</p> 	<p>1:20 – 2:00  Specials  Computers</p> 	<p>1:20 – 2:10  Specials  Music</p> 	<p>1:20 – 2:10  Specials  PE</p> 
<p>2:10 - 3:15  <u>Read aloud</u> – <i>Fly Guy Presents The White House</i>  (LG – TSW be able to listen when read to.)  <u>Writing</u> –watch President’s video; continue reading books about presidents to prepare for “If I were President” writings  (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)  SSR or IXL if done early</p>	<p>2:10 - 3:15  <u>Valentine’s Day Party</u></p> 	<p>2:00 – 2:20  <u>Read Aloud</u> – President books  Prepare for home.</p>	<p>2:10 – 3:15  <u>Read aloud</u> – <i>What Presidents are Made Of</i>  (LG – TSW be able to listen when read to.)  <u>Writing</u> – discuss writing about “If I Were President”; complete illustration  (LG – TSW be able to write, revise, edit, &amp; write a final draft RWSR)</p>	<p>2:10 – 3:15  <u>Show &amp; Tell</u>  RWSR  Prepare for home;  Fun Friday/ unfinished work/ Tiger buck store shopping</p>

3:25 – Dismiss Early Bus and I.E. 3:30 – Dismiss Car & Bus